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## CHAPTER

# 1

## Numbers

### ACTIVITY 1

#### Prime Factorisation

##### 1. Sieve of Eratosthenes



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

All the numbers circled are the prime numbers between 1 and 100.

(a) How many prime numbers are even and smaller than 50?

\_\_\_\_\_

(b) Are there any other prime numbers that are even?

\_\_\_\_\_

(c) How many prime numbers are odd and smaller than 50?

\_\_\_\_\_

(d) Write down all the prime numbers between 40 and 60.

\_\_\_\_\_

## 2. Prime Code

This is a method of coding using prime numbers (2, 3, 5, 7, 11, 13, ...). The letters are arranged in groups of five for easy counting but there are no spaces between the letters.

CTOOG	UENTO	TNHME	TEORG	IVWEM
YBEES	CTAND	AALLW	NEAWI	LCLBE
WIHTH	YOUIS	EINGA	PVOREE	

- (a) Using the prime numbers given in question 1, ring the 2nd, 3rd, 5th, 7th, 11th, 13th ... letters and put them in order, to decode the message.

- (b) Try writing your own message and code it using prime numbers.

## ACTIVITY 2

### HCF and LCM

#### A. String-cutting

##### Objective

To apply the concept of HCF through a discovery approach

##### Materials required

1. Two strings, one with length 30 cm and the other with length 48 cm
2. A pair of scissors
3. One half-metre rule

##### Rules

Using the two pieces of strings, measure and cut as many strings as possible such that

- (i) all the strings are of the same length and
- (ii) each string is as long as possible.

##### Result

Maximum length of each string = \_\_\_\_\_

##### Note

The value for the maximum length of each string is the highest common factor for 30 and 48.

#### B. Hand-clapping

##### Objective

Students will discover the concept of LCM through the observations made in this activity.

##### Materials required

Three stop watches for each group

##### Procedure

1. Divide the students into groups of 5 each.
2. Assign one student to be the observer for the group and give this observer a stopwatch.
3. Divide the other 4 students into 2 pairs and give one stopwatch to each pair.
4. For one of the pairs, get one student to stamp his/her feet once every 6 seconds. This student can get a group member to give a signal to stamp the feet with the aid of a stopwatch.
5. For the other pair, get one student to clap his/her hands once every 5 seconds. Similarly, another student can signal when to clap with the aid of a stopwatch.
6. Begin both clapping and stamping actions together at the same time.
7. The observer will start the stopwatch and record the time that both the clapping and stamping actions overlap in the table below. He/she will stop the stopwatch after the 6<sup>th</sup> instance that the clapping and stamping sound is heard together.



Instance of overlapping sound	time/seconds
1	0
2	
3	
4	
5	
6	

Questions

- What is the time interval between the 1st and 2nd instances that both stamping and clapping actions occur at the same time ?  
\_\_\_\_\_
- From the table of results, what do you notice about the value of this time interval?  
\_\_\_\_\_

Note

The value of the time-interval is the lowest common multiple (LCM) of 5 and 6.

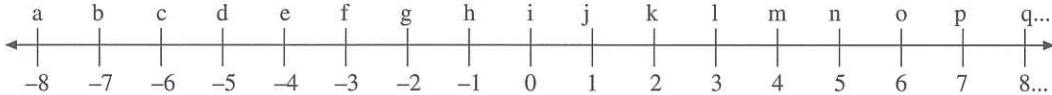
ACTIVITY

ACTIVITY 3

Addition and Subtraction on a Number Line

Mr Spy has worked out a secret code to communicate with his fellow spies.

Each number on the number line is assigned to a letter of the alphabet as shown on the number line below.



The code for the first letter of a word starts with the number assigned to it.

The other letters can be decoded using the following keys.

- A – addition
- S – subtraction
- R – remain

For example, the code for “peel” is 7, S11, R, A7.

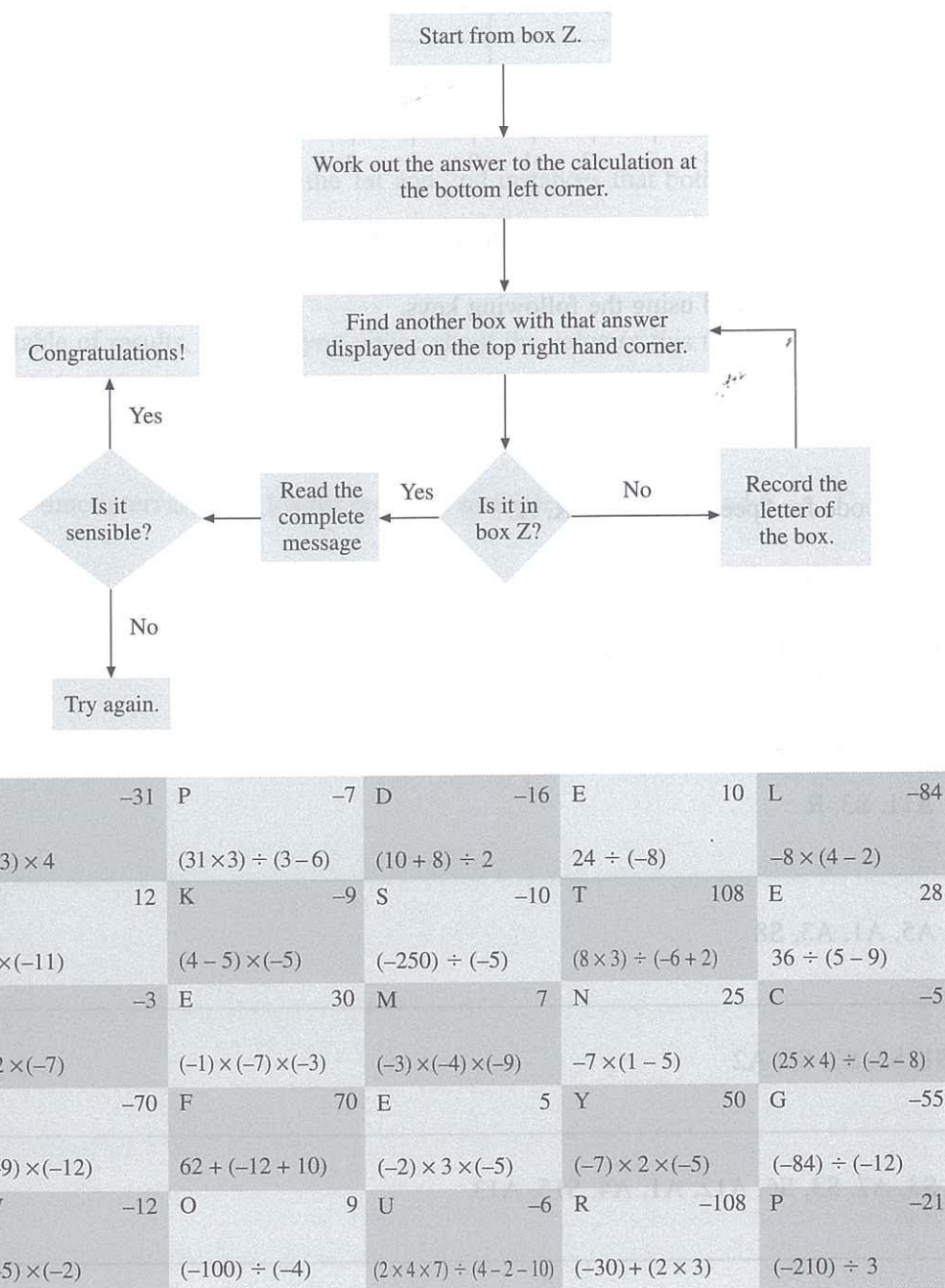
By working individually or in pairs:

- Find out the words for the following codes.
  - 4, S4, A5, S10  
\_\_\_\_\_
  - 5, A11, S3, R  
\_\_\_\_\_
  - 6, A5, A1, A3, S8  
\_\_\_\_\_
  - 7, S1, S3, S3, S6, A2  
\_\_\_\_\_
  - 1, S3, A7, S3, S6, A12, A1, A4, S15, A13  
\_\_\_\_\_
  - 4, S12, A19, S12, S3, A8, S12, A19, S11, S6, A6, S8, A13  
\_\_\_\_\_
- Try to write some words of your own in code. Ask your friend to decode them.

# ACTIVITY 4

## Decoding Using Multiplication and Division

Follow the steps as indicated below to decode the hidden message.



The message is \_\_\_\_\_

# ACTIVITY 5

## Finding Square and Square Root

### Objective

To find the square root of a square number without using a calculator.

### Example

To find the square root of 81, we proceed as follows.

$$\begin{array}{r}
 81 \\
 - 1 \quad \text{1st step} \\
 \hline
 80 \\
 - 3 \quad \text{2nd step} \\
 \hline
 77 \\
 - 5 \quad \text{3rd step} \\
 \hline
 72 \\
 - 7 \quad \text{4th step} \\
 \hline
 65 \\
 - 9 \quad \text{5th step} \\
 \hline
 56 \\
 - 11 \quad \text{6th step} \\
 \hline
 45 \\
 - 13 \quad \text{7th step} \\
 \hline
 32 \\
 - 15 \quad \text{8th step} \\
 \hline
 17 \\
 - 17 \quad \text{9th step} \\
 \hline
 0
 \end{array}$$

Since it takes 9 steps to get to zero, therefore  $\sqrt{81} = 9$ .

- Use the method shown above to evaluate the following.  
 (a)  $\sqrt{289}$       (b)  $\sqrt{576}$       (c)  $\sqrt{961}$

- Check your answers with a calculator. Does this method always work for all square numbers?

\_\_\_\_\_

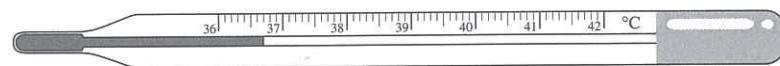
\_\_\_\_\_

## ACTIVITY 6

### Rational Numbers

#### Objective

To introduce rational numbers



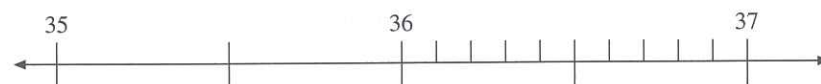
The diagram above shows a clinical thermometer used for measuring our body temperature.

Notice that the thermometer has long and short scale markings.

Study the diagram given and answer the following questions.

1. How many divisions are there between the integer values in the thermometer scale?
2. What does each division on the scale represent?
3. During one of the temperature-taking sessions in school, Keith's body temperature was measured as shown in the diagram. What is the reading on the thermometer?
4. If Keith has a fever and his body temperature is now recorded as  $38.9^{\circ}\text{C}$ , how much has his temperature increased?
5. Using your own thermometer, measure and record your body temperature.

The scale on the thermometer shown below is a number line.



Can you state some numbers between 35 and 36 on the number line?

## ACTIVITY 7

### Operation of Real Numbers Using a Calculator

#### Objective

To get students familiarised with the operator functions of a calculator through a game for two or more players using guess and check

#### Rules

1. The first person to obtain 100 (or any other chosen number) as a whole number or part of a decimal numeral will win the game.
2. Only the following keys on the calculator could be used.

0 to 9, .,  $\times$  and =

#### Procedure

1. The first player keys in any number of his or her choice (except 100).
2. Then the next player chooses a new number which will be multiplied with the previous number.
3. Then another number is chosen to be multiplied with the last product and so on.
4. The game ends when any player gets a result of 100.

#### Example

Player	Calculator	Display
A		26
B	$\times$ 4.7 =	122.2
A	$\times$ 0.8 =	97.76
B	$\times$ 1.05 =	102.648
A	$\times$ 0.98 =	100.59504

Therefore, Player A wins.

#### Suggested Strategy

When the display value is bigger than the required number, then the number chosen for multiplication must be smaller.

Other variations that may be used:

1. Use  $\div$  instead of  $\times$ .
2. One player uses  $\times$ , and the other uses  $\div$ .

#### Question

What are the winning strategies?

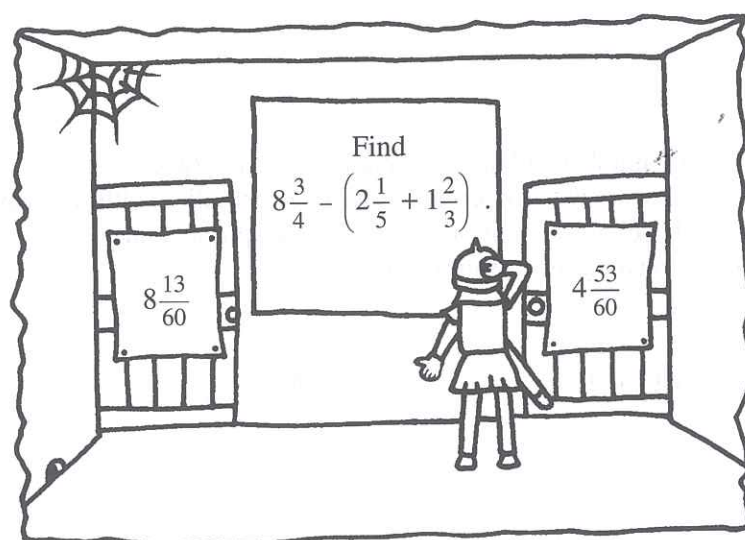


# ACTIVITY 8

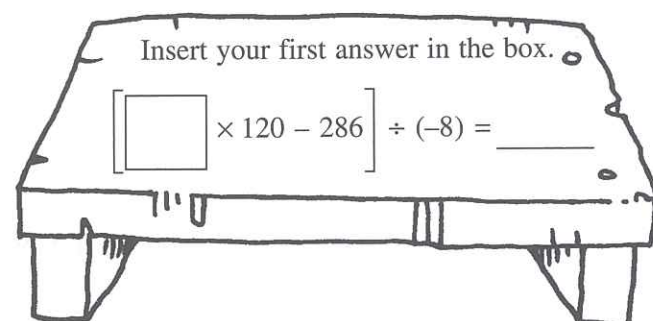
## Summary for Chapter 1

### The Mathematical Maze

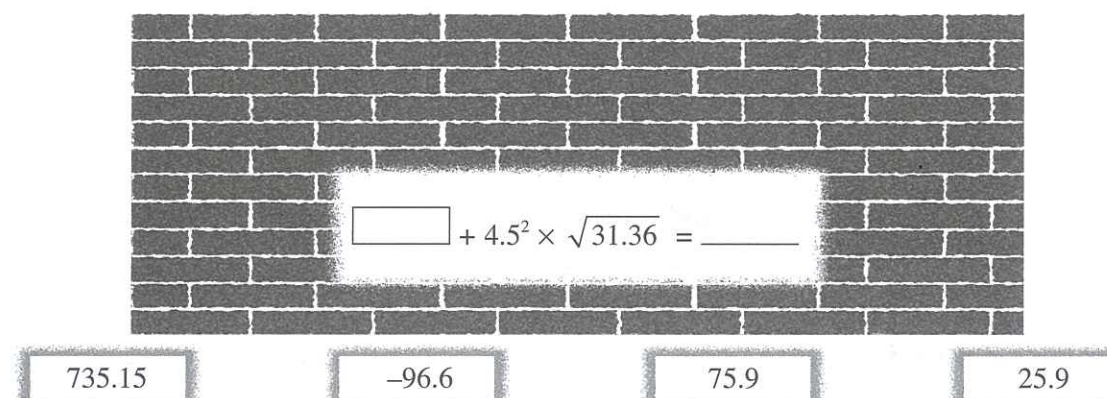
You are the advisor to Zeeka, the Crown Prince of Edadom. Zeeka is trapped in a maze called the 'Sandom'. To escape from the maze, he must answer correctly the questions given to him. Are you ready to help him? Here goes ...



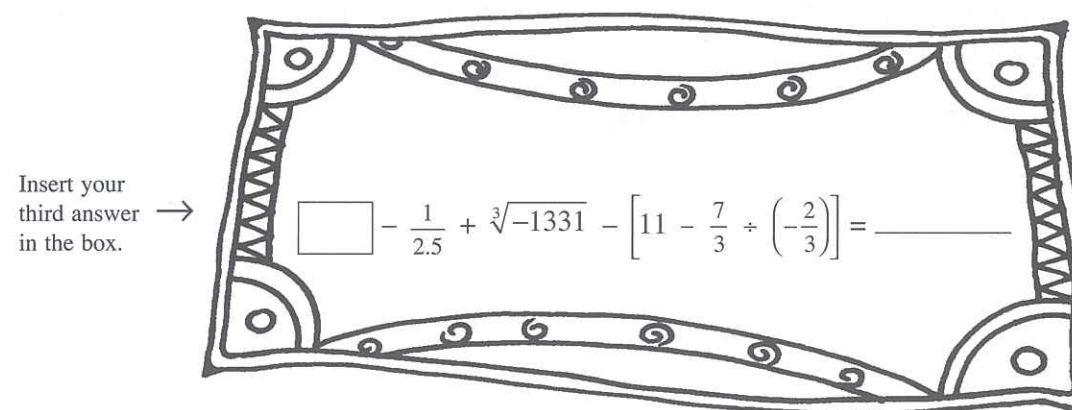
Zeeka finds the answer and enters the correct door. Then he sees an ancient tablet:



With his second correct answer, Zeeka must solve the next problem to find the right brick that opens the door to a magic cushion. Insert the second answer in the box.



Using the third correct answer, Zeeka must solve the final problem on the magic cushion.



## EXERCISE 1

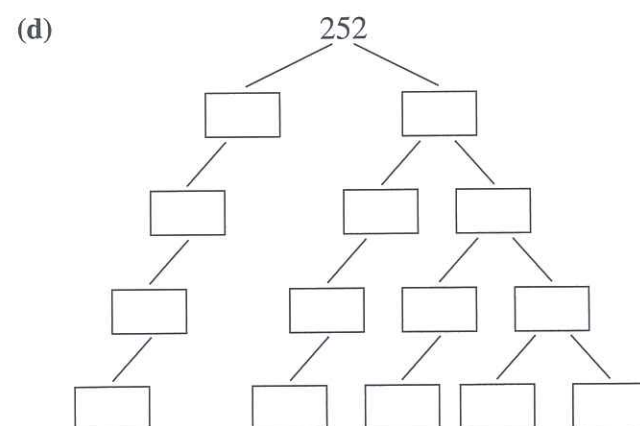
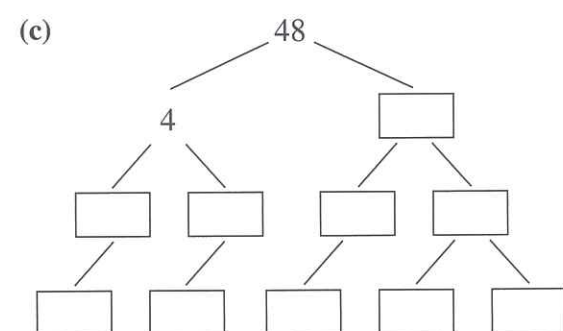
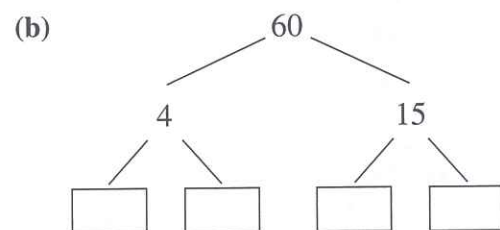
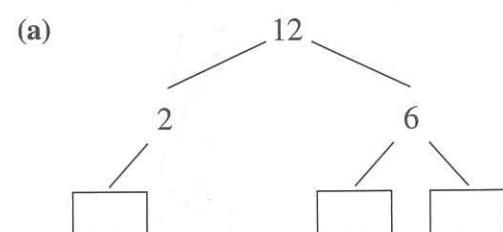
## Primes and Prime Factorisation

1. Find the prime factors of  
 (a) 15 (b) 18 (c) 28 (d) 48 (e) 132

2. Write the following in index notation. The first question has been done for you.

	Index notation	Product
(a) $2 \times 2 \times 2 \times 3 \times 5$	$2^3 \times 3 \times 5$	120
(b) $2 \times 2 \times 3 \times 3 \times 5$		
(c) $2 \times 3 \times 3 \times 5 \times 5$		
(d) $2 \times 2 \times 3 \times 7$		
(e) $2 \times 3 \times 5 \times 7$		

3. Excluding the use of the number "1", complete the following factor trees (you may have more than one answer for each factor tree):



## EXERCISE 2

## Highest Common Factor and Lowest Common Multiple

1. Find the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) of the following numbers.

- (a) 18, 24 (b) 18, 27  
 (c) 12, 18, 24 (d) 9, 18, 36

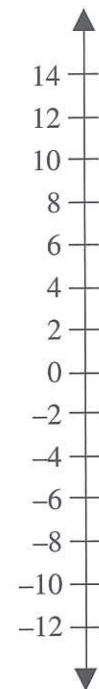
Using your understanding of the Highest Common Factor and Lowest Common Multiple, solve the following problems.

2. Mr Tan waters his plants every 2 days and fertilises them every 6 days. One day, he watered and fertilised his plants. When will be the next time that he waters and fertilises them again?
3. Meena finishes painting a number of plates in 90 minutes, and another number of plates in 165 minutes. Given that she spends the same amount of time on each plate, what is the longest possible time she takes to paint each plate?
4. Baker A bakes a cake every 30 minutes. Baker B takes 42 minutes. They start baking at 8:30 am.  
 (a) When will they finish baking at the same time?  
 (b) How many cakes will they have baked altogether by then?
5. A medium can of paint covers a surface of  $28 \text{ m}^2$ . A large can of paint covers a surface of  $40 \text{ m}^2$ . Each can is completely used up when an exact number of table tops are painted. What is the greatest possible area of a table top?

# EXERCISE 3

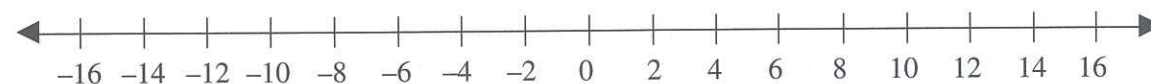
## Addition and Subtraction of Integers

1. Use the vertical scale given to complete the following table.



Original temperature	Change	Mathematical sentence	New temperature
8°C	Increase by 5°C	$8 + 5 = \underline{13}$	13°C
3°C	Increase by 9°C	$3 + 9 = \underline{\quad}$	
10°C	Decrease by 4°C	$10 - 4 = \underline{\quad}$	
0°C	Decrease by 3°C	$0 - 3 = \underline{\quad}$	
-5°C	Increase by 11°C	$-5 + 11 = \underline{\quad}$	
-7°C	Decrease by 12°C		

2. Use the number line below to fill in the blanks.



- (a)  $7 + 8 = \underline{\quad}$   
 (b)  $-5 + 11 = \underline{\quad}$   
 (c)  $-10 + (-2) = \underline{\quad}$   
 (d)  $6 + (-13) = \underline{\quad}$   
 (e)  $14 - 15 + 3 = \underline{\quad}$   
 (f)  $-6 - 2 + 9 = \underline{\quad}$

3. Fill in the blanks using the rules  $+(-a) = -a$  and  $-(-a) = +a$ .

- (a)  $9 - (-3) = 9 \bigcirc 3 = \underline{12}$   
 (b)  $-7 - (-15) = -7 \bigcirc \underline{\quad} = \underline{\quad}$   
 (c)  $-11 + (-4) = -11 \bigcirc \underline{\quad} = \underline{\quad}$   
 (d)  $8 + (-6) = 8 \bigcirc \underline{\quad} = \underline{\quad}$   
 (e)  $5 - (-12) + (-21) = 5 \bigcirc \underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$   
 (f)  $-16 + (-9) - (-30) = -16 \bigcirc \underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$



EXERCISE 4

Multiplication and Division of Integers

1. Evaluate the following.

(a)  $-7 \times 9$

(b)  $8 \times (-8)$

(c)  $-5 \times (-10)$

(d)  $-6 \times (-7)$

(e)  $-45 \div 3$

(f)  $-18 \div (-6)$

(g)  $56 \div (-7)$

(h)  $(-33) \div (-11)$

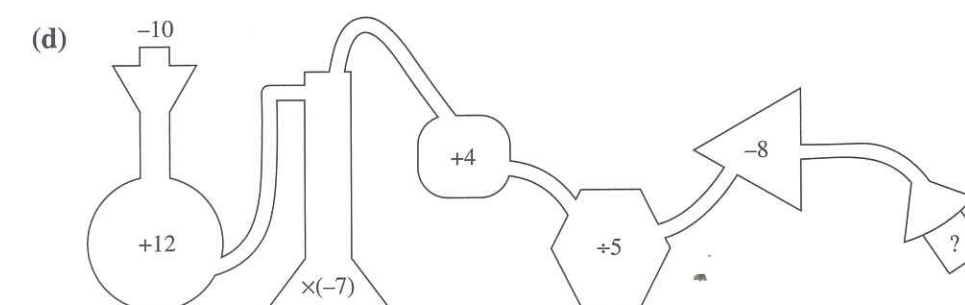
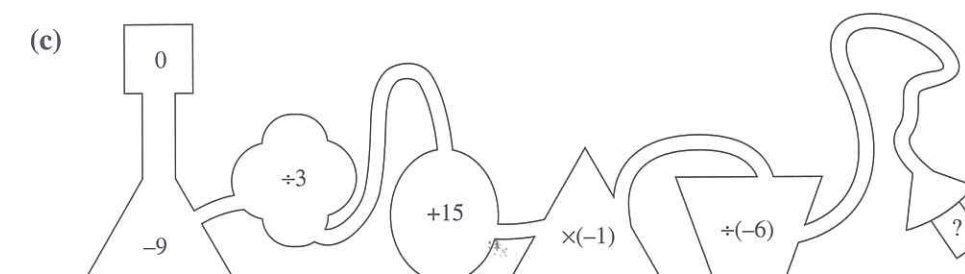
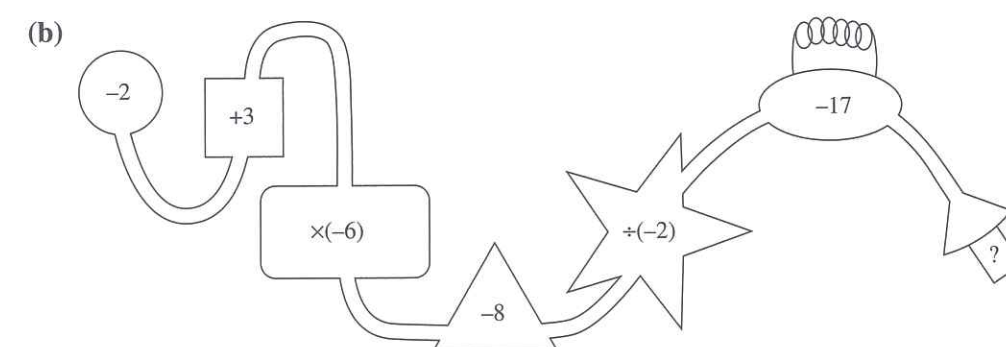
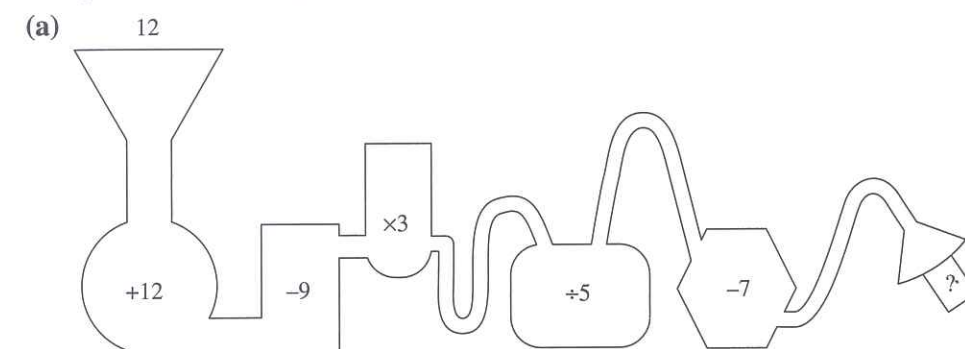
2. Complete the following table.

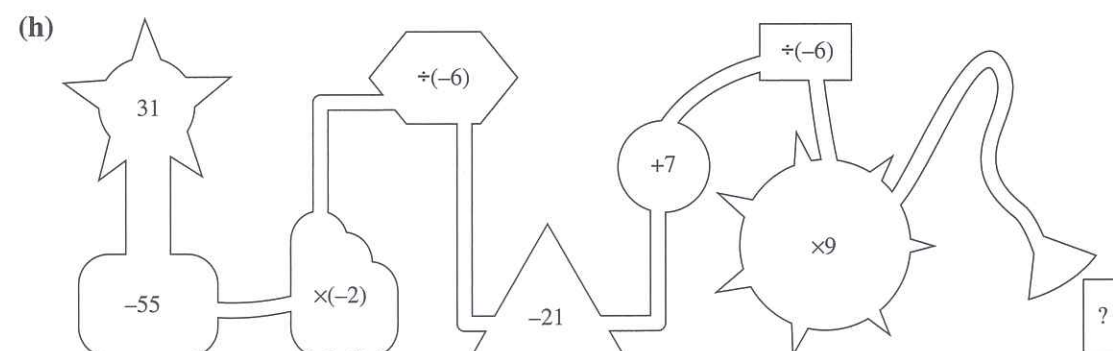
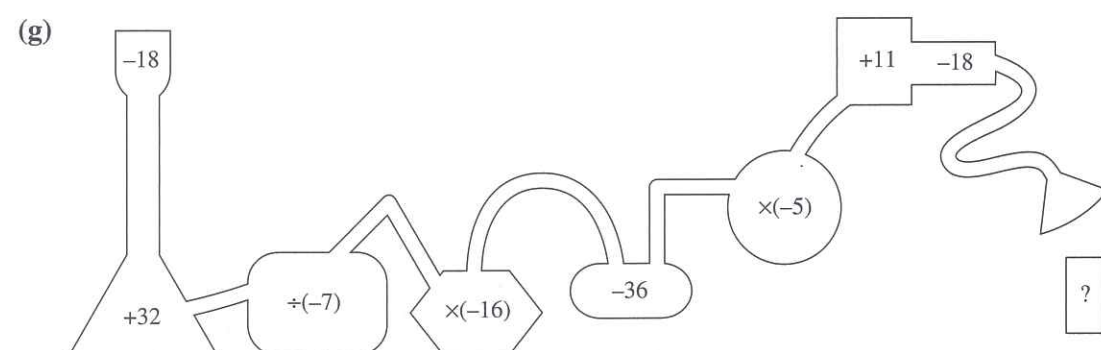
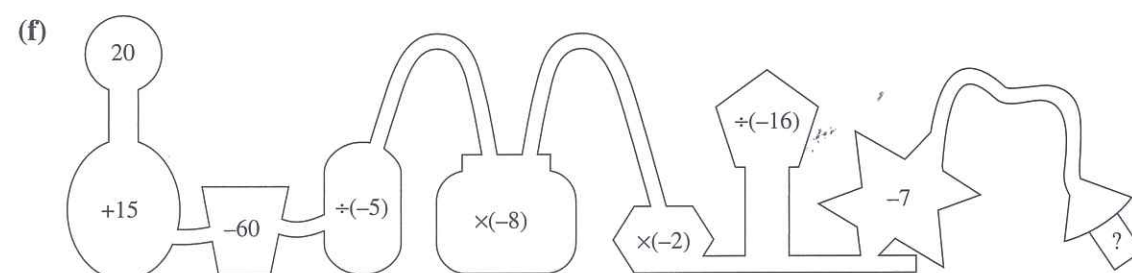
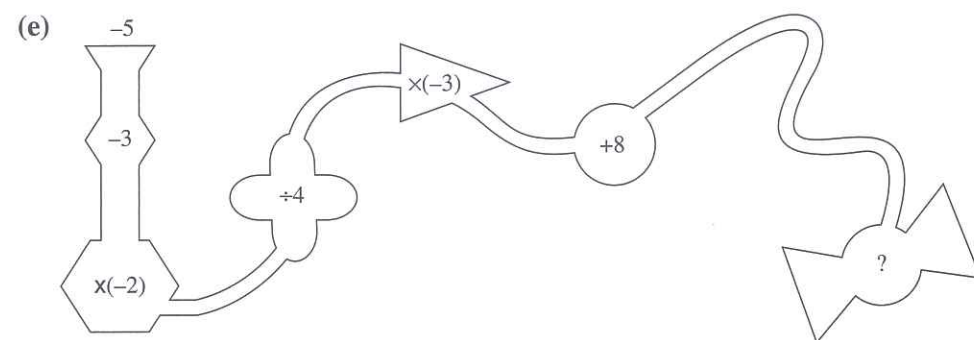
$x$	$y$	$x \times y$	$\frac{x}{y}$
15	3		
28	-4		
-36	9		
-144	-12		

3. In a child's game of 'roundus', 1 point is gained for every home run made and 4 points are lost every time a team member gets "kicked out".  
For example, 2 home runs and 1 member out gives a total score of  $(2) + (-4) = -2$ .  
Find the total score for each of the following games given in the table.

	Results		Total score
	No. of home runs	No. of members out	
(a)	5	1	
(b)	3	1	
(c)	0	2	
(d)	8	2	
(e)	1	1	
(f)	7	2	
(g)	2	1	

4. Complete the following number machines on integers.





# EXERCISE

## EXERCISE 5

### Squares and Square Roots

1. From the list of numbers given below, circle those that are perfect squares.  
10, 14, 25, 36, 45, 99, 100, 121, 125, 144, 150, 169, 255, 289, 300

2. Complete the following.

(a) Given that  $7 \times 7 = 49$  and  $(-7) \times (-7) = 49$ ,

the two square roots of 49 are \_\_\_\_\_ and \_\_\_\_\_.

(b) Given that  $16 \times 16 = 256$  and  $(-16) \times (-16) = 256$ ,

the two square roots of 256 are \_\_\_\_\_ and \_\_\_\_\_.

(c) Given that \_\_\_\_\_  $\times$  \_\_\_\_\_ = 324,

$$\sqrt{324} = \boxed{\phantom{00}}$$

Thus, the two square roots of 324 ( $= \pm \sqrt{324}$ ) are \_\_\_\_\_ and \_\_\_\_\_.

(d) Given that  $(3 \times 5 \times 6) \times (3 \times 5 \times 6) = 8100$ ,

the positive value of  $\sqrt{8100} = \boxed{\phantom{00}}$ .

3. (a) Find the area of a square with each side 13 cm.

(b) If the area of a square is  $225 \text{ cm}^2$ , what is the length of a side? Is it possible to have a negative answer for this question?



## EXERCISE 6

## Cubes and Cube Roots

1. Complete the following.
- (a) Given that  $21 \times 21 \times 21 = 9261$ , then  $\sqrt[3]{9261} = \underline{\hspace{2cm}}$ .
- (b) Given that  $(-3 \times 5) \times (-3 \times 5) \times (-3 \times 5) = -3375$ , then  $\sqrt[3]{-3375} = \underline{\hspace{2cm}}$ .
- (c) Given that  $(2 \times 3 \times 9)^3 = 157\,464$ , then  $\sqrt[3]{157\,464} = \underline{\hspace{2cm}}$ .
2. (a) Find the volume of a cube of side 18 cm.  
 (b) Find the length of a cube whose volume is  $46\,656 \text{ cm}^3$ .

3. Complete the following.

$$262\,144 = 2 \times 2 \times 2 \times \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

$$\sqrt[3]{262\,144} = \underline{\hspace{2cm}}$$

4. Given that  $1\,157\,625 = 3^a \times 5^b \times 7^c$ , write down the values of  $a$ ,  $b$ , and  $c$ .  
 Hence or otherwise, find the value of  $\sqrt[3]{1\,157\,625}$ .

5. Use your calculator to help you to investigate the following.

(a) Which one of the following has a greater value?

(i)  $9^3 + \sqrt[3]{2197}$  or (ii)  $\sqrt[3]{27} \times 7^3$ ?

---

(b) Which one of the following has a smaller value?

(i)  $5^3 \times 2^2 \times 1$  or (ii)  $4^3 + 5^3 + 6^3$ ?

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## EXERCISE 7

## Real and Rational Numbers

1. Compare each of the following using  $<$ ,  $>$  or  $=$ .

(a)  $8.4 \quad \square \quad 8.73$

(f)  $-1.2 \quad \square \quad -\frac{7}{6}$

(b)  $2.04 \quad \square \quad 2\frac{1}{8}$

(g)  $-0.6 \quad \square \quad -\frac{2}{5}$

(c)  $10\frac{1}{3} \quad \square \quad 10\frac{1}{4}$

(h)  $-8.05 \quad \square \quad -8.5$

(d)  $-3\frac{1}{5} \quad \square \quad -3\frac{3}{10}$

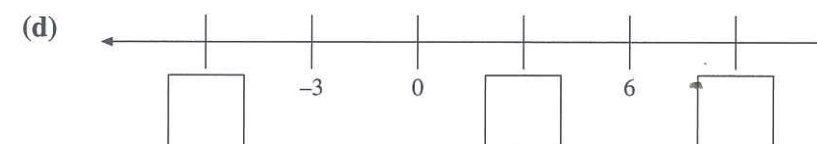
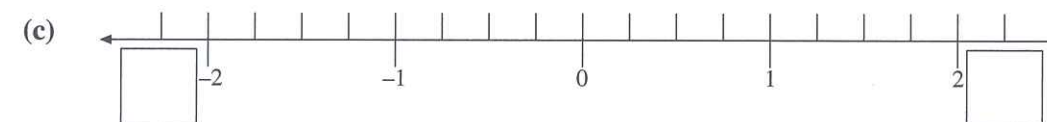
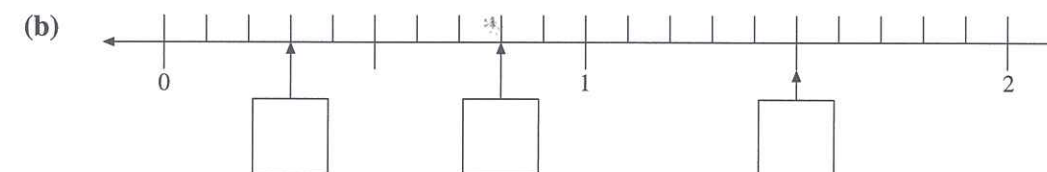
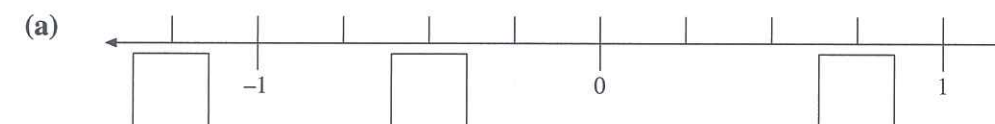
(i)  $-5.09 \quad \square \quad -5.090$

(e)  $1\frac{1}{5} \quad \square \quad 1.2$

(j)  $-2\frac{6}{10} \quad \square \quad -2\frac{3}{5}$

2. Complete the following number lines using the given list of numbers.

$\frac{3}{4}$	3	0.8	$-1\frac{1}{4}$
-6	$2\frac{1}{4}$	9	
0.3	$-2\frac{1}{4}$	$-\frac{1}{2}$	$1\frac{1}{2}$



## EXERCISE 8

## Operations of Real Numbers Using a Calculator

1. Work these out using your calculator.

(a)  $27300 \div (581 - 83 - 78)$

(b)  $[24 \times (51 + 43)] \times 14$

(c)  $[2622 \div (31 + 107)] + 6 \times 35$

(d)  $\left(2\frac{3}{4} \div 4 - \frac{1}{10}\right) \times \frac{15}{17}$

(e)  $\left(\frac{9}{4} + \frac{7}{2}\right) \div \left(\frac{3}{7} - \frac{2}{14}\right)$

2. Evaluate the following, giving your answer correct to the nearest whole number.

$$\frac{2.86}{1.1} - \frac{3.78}{2.1} + \frac{7.8}{2.8}$$

3. Evaluate
- $\left(\frac{2}{4.5}\right)^3$
- , giving your answer correct to 2 decimal places.

4. Evaluate the following, giving your answers correct to 2 decimal places.

(a)  $\sqrt[3]{-74.8} + (8.2)^2$

(b)  $\left(-2\frac{5}{8}\right)^2$

(c)  $\frac{4.33 + 3.26}{1.02}$

(d)  $\left(\frac{1}{0.8}\right)^2 - \left(\frac{1}{8}\right)^3$



REVISION EXERCISE 1

- List all the prime numbers between 50 and 70.
  - Write down the
    - smallest 2-digit prime number,
    - largest 2-digit prime number.
- List all the factors of 196.
  - Express 1728 as a product of its prime factors.
- Find the HCF and LCM of the following.
  - 20, 36 and 48
  - 72, 120 and 144
  - 18, 24 and 30
- Arrange the following sets of numbers in **descending** order.
  - 7, 2, -9, -10, 3, -6, 4, 5
  - 20, -16, -19, -29, -8, 11, 7
  - 8, 7, -25, 13, -10, -15, 10, 12
- Evaluate the following.
  - $61 - (3 + 6 \times 5)$
  - $-4 \times (-16 + 14) \div 2 + (-10)$
  - $-7 + 14 - (-3) \times (-6)$
  - $(-8) \times (-6) \div (-3) \times (-4)$
  - $-1575 \div (-15) \div [ -(-7) ]$
  - $5[(4 + 6) + 2(5 - 2)] - 6[3 + 2(2 + 5)]$
- Find the square roots of the following numbers using prime factorisation.
  - 12 544
  - 53 361
- Find the value of each of the following.
  - $2 \times 9^2 + 3 \times (-4)^3$
  - $(-3)^3 - \sqrt{121}$
  - $(-5)^2 - (-2)^3 + (-3)^2 - 6^2$
  - $\sqrt[3]{-27} \times \sqrt{144}$
  - $\frac{20 + (2 \times 3)^2}{7 \times 2^3}$
  - $\frac{(20 - 2 \times 5)^2}{3^3 - 2}$

- Evaluate the following.
  - $(-2\frac{3}{4}) \div (1\frac{3}{5}) \times \frac{8}{11}$
  - $[4\frac{2}{3} \times (-\frac{1}{14})] \div (-2\frac{1}{6})$
  - $8 + (-3\frac{1}{3}) + (-7\frac{2}{3})$
- Arrange the following real numbers in ascending order.  
 $\frac{4}{6}, 0.17, \frac{2}{11}, 0.166, \frac{2}{13}$
- Arrange the following sets of numbers in ascending order.
  - 0.583, 0.582 999 4, 0.582 929
  - $\frac{1}{3}, 0.03, 0.335, \frac{1}{4}, \frac{5}{11}$
  - 0.623, 0.62, 0.623 12
- The temperature at Mount Integer at noon was  $-26^\circ\text{C}$ . Ten hours later, the temperature dropped to  $-44^\circ\text{C}$ . What was the difference between the two temperatures?
- A coal mine cage starts its descent from a platform 3 m above ground level to the lowest gallery, which is 417 m below the platform. It then rises 80 m to a second gallery. What is the depth of the second gallery below ground level?
- In a game, all scores with even numbers are accorded positive signs while odd numbers are accorded negative signs. What is David's total score in this game if his individual scores are 9, 12, 7, 18, 14, 17, 21, 16 and 19 respectively?
- An airline captain used a control approach system to land on the runway. When he started landing, his height was 700 m. During the landing, he received the following instructions:  
"Reduce height 80 m ... reduce height 200 m ... increase height 50 m ... reduce height 80 m ... increase height 50 m." What was his height after the last instruction?
- In an examination, a student gains 4 marks for every correct answer and  $-3$  marks for every incorrect answer. Morty has 29 correct answers and 21 incorrect answers. What is his total mark?

## PROJECT

## PROJECT A

## LCM of Consecutive Numbers

## Objective

To generate a rule for finding LCM of consecutive numbers through induction

- List a pair of consecutive numbers. (e.g. 6 and 7)
  - Find the LCM of the numbers you have chosen.
  - List other pairs of consecutive numbers.
  - Find their respective LCMs.
  - What do you observe?
  - Write down a rule that can be used to find the LCM of consecutive numbers.
- Repeat the above steps for pairs of consecutive even numbers. (e.g. 10 and 12)
  - Does the rule found in step 1 apply in this case?
- In the same way, investigate the LCM of pairs of consecutive
  - odd numbers, e.g. 5 and 7,
  - multiples of 3, e.g. 6 and 9,
  - multiples of any number, e.g. multiples of 5, 7, ...
- Summarise your findings and draw a conclusion. Prepare a presentation and share it in class.

## PROJECT B

## Multiplication and Division With a Positive Number

## Objective

To investigate the values of multiplication and division with different types of positive numbers

Use your calculator to investigate

- the effect of multiplying a number by a number greater than 1 or a number less than 1
  - the effect of dividing a number by a number greater than 1 or a number less than 1.
- (Note: Use only positive numbers for this investigation.)

Summarise your findings and draw a conclusion. Prepare a presentation and share it in class.

## Approximation and Estimation

## ACTIVITY 1

## Recognising Approximation

The newspapers are full of figures. These figures are either exact or approximate figures. For each of the following articles in the newspapers, state whether the figures given are exact or approximate numbers:

Box up the exact figures and circle the approximate figures.

#### Undergraduate starts counselling centre and hotline with savings

Business school undergraduate Trevor Xie, 22 has set aside \$10 000 of his savings to start a counselling centre and hotline for runaway young people.

The idea of helping young people arose from his school days when he had friends in need of counselling but saw few satisfactory avenues available.

His focus on runaway youth became more intense when he came across statistics showing that in the last 3 years, there were about 700 young people under 16 who ran away from home. 6 out of 10 were girls and only 1 percent returned to their families within a year of running away.

Trevor's centre has some 30 volunteers who have been undergoing training as counsellors.

#### More registered societies in Singapore

The Registry of Societies has seen a steady increase in the number of societies registered from 2900 in 1980 to 4100 in 1990 and 5400 in 2000. About 200 more were registered in the last quarter of last year. Many are special interest groups.

There exist now a House Rabbit Society, a Hamster Society and societies for the different breeds of dogs from retrievers to schnauzers. Other special interest groups have been inspired by passion for activities such as singing, running, biking and riding. One group is Harley-Davidson (Singapore Chapter) established in 1995 with fewer than 50 members. In 2001, it had more than 250 members aged from early 20s to senior citizens.

#### World Human Resources Congress comes to Singapore

The World Human Resources Congress, held every 2 years, is being hosted in Singapore for the first time in 2006. It has attracted almost 2000 participants and 90 exhibitors from 62 countries.

Many Human Resource gurus from around the world were in town to discuss issues on managing the workforce and maximising our human capital.

#### Death toll of Hand, Foot and Mouth Disease increases to 7

The death of an eight-month old boy recently raised this year's death toll of the hand, foot and mouth disease to 7. The boy's death was the latest victim in eastern state of Malaysia where the number of cases reached 4278. So far all fatalities have been children.

It was reported statewide that there were 158 new cases and 31 new admissions to hospitals. The authorities said that the outbreak was under control and no kindergarten had been ordered to close.